

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_ Date of assessment: \_\_\_\_\_

 Text: **The Camp-Out**

 Level: **17**

 Text Type: **Narrative**

 Running Words for Assessment: **251**

 Total Running Words: **312**

## 1. Reading Record

**Book orientation:** This book is a narrative about a boy and his dad who sleep in a tent in the garden one night.

Page	Text	E	S.C.	Errors	S.C.
02	Luka had just put up the tent in the backyard, when Dad came home from work.			M S V	M S V
				M S V	M S V
03	“Dad, look!” shouted Luka. “I remembered how to put up the tent all by myself. Do you want to camp out here with me tonight?” “That will be fun,” said Dad, with a smile.			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
04	That evening, as Luka and Dad were getting into their sleeping bags, it began to rain. “Oh, no!” said Dad. “I don’t think I want to camp out here any more. Let’s go back into the house before we get wet.” “Dad, we can’t go inside now!” cried Luka. “The			M S V	M S V
				M S V	M S V
				M S V	M S V
				M S V	M S V
06	rain will stop soon.” But it rained and it rained. <b>Scratch . . . scratch . . . scratch!</b> Something was			M S V	M S V
				M S V	M S V
07	moving around outside. Something was trying to get into the tent.			M S V	M S V
				M S V	M S V

Page	Text	E	S.C.	Errors	S.C.
08	“Who’s there?” said Dad, sitting up. “Don’t be scared, Dad,” Luka said, laughing. “It’s only Whiskers.”			M S V M S V M S V	M S V M S V M S V
09	Whiskers, their big black cat, crept quietly into the tent and walked over Dad’s sleeping bag.			M S V M S V	M S V M S V
10	“Go away, Whiskers!” said Dad. “You are all wet. Go back inside the house.”			M S V M S V	M S V M S V
11	But Whiskers didn’t want to go back. She wanted to stay in the tent where it was warm and dry.			M S V M S V	M S V M S V
12	“Come here, Whiskers,” said Luka. “You can sleep here by me.” <span style="border: 1px solid black; padding: 2px;">203</span> Luka shut his eyes and pulled the sleeping bag over his ears. Soon, Luka and Whiskers were fast asleep.			M S V M S V M S V M S V	M S V M S V M S V M S V
14	Dad tried to go to sleep, too. The rain had stopped, but little drops of water slid down the outside of the wet tent and plopped onto the grass. <span style="border: 1px solid black; padding: 2px;">251</span>			M S V M S V M S V	M S V M S V M S V
<b>Total</b>					

## 2. Retell

### Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support
- Summarized main events/facts succinctly
- Retold main events/facts using text-specific vocabulary
- Retold main events/facts coherently and confidently

Yes  No

Yes  No

Yes  No

Yes  No

### 3. Comprehension Questions

Note: Please ensure the student has read the complete book before starting the comprehension questions.

#### Comprehension Questions to Check for Understanding

Tick relevant boxes

##### Literal

1. Who put up the tent?

*(Luka put up the tent.)*

2. What happened when Luka and Dad were getting into their sleeping bags?

*(It started to rain.)*

3. What was making the scratching noise?

*(It was their cat, Whiskers.)*

##### Inferential

1. Why did Dad want to go inside?

*(He thought that the rain might not stop. / He thought that it might rain even harder and they would get wet.)*

2. Why did Whiskers try to get into the tent?

*(Whiskers didn't want to get wet. / Cats don't like to get wet.)*

3. Why did Luka tell Dad not to be scared when he heard the scratching noise?

*(Luka knew it was Whiskers.)*

### 4. Analysis

#### Reading Behaviours Observed During the Reading Record

Tick relevant boxes

##### 1. Knowledge and skills

- Automatically recognized high-frequency words in the text
- Accurately decoded most text-specific vocabulary

##### 2. Strategies

Able to process text effectively by:

- Predicting
- Searching for print details
- Self-correcting
- Attending to meaning
- Cross-checking to confirm

##### 3. Fluency

- Read the text consistently with natural rhythm and phrasing, reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing, reflecting understanding
- Read the text with irregular phrasing, reflecting limited understanding
- Read the text word-by-word, reflecting limited or no understanding

## Summary

### Reading Record

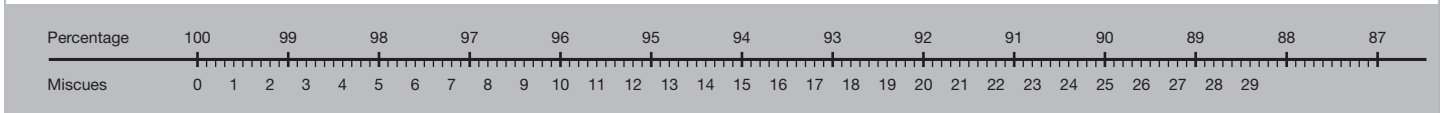
Errors		
M	S	V

Self-Corrections		
M	S	V

Accuracy: \_\_\_\_\_ %

S.C. rate: **1** : \_\_\_\_\_

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%



### Reading Behaviours Observed

1. Knowledge and Skills:
2. Strategies:
3. Fluency:

### Retelling Indicators

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

### Comprehension

Questions Answered Correctly			
Literal	1st	2nd	3rd
Inferential	1st	2nd	3rd

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

### Recommendations for Future Development

Teacher: \_\_\_\_\_

Date assessment summary completed: \_\_\_\_\_

Refer to the Teacher's Resource Book for recommendations for future development.